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Higher Education Administration Newsletter

Department of Educational Leadership and Higher  
Education

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Fall 2013

# Higher Education Administration Newsletter, Fall 2013

St. Cloud State University

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# **Higher Education Administration**

## **Newsletter**

### **Fall 2013**



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Dr. Thomas W. Sanford  
Assitant Professor of HIED

Stephanie Hill  
Ed.D. Student and HIED G.A.

Rachel V. Dye  
M.S. Student and HIED G.A.



## Study Abroad in Macerata, Italy!

This spring, spend two weeks learning about Italian HIED and Italian culture. See page 7 for more details.

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## HIED Updates

**Matthew Borcharding - Ed.D. Cohort 6**

Matthew has been a part of the Biology Faculty for 3 years at MSCTC. He would like to continue to teach biology at MSCTC and expand opportunities for undergraduate research at two-year institutions.

**Michele Braun - M.S. Graduate**

Michele is the Doctoral Center Facilitator at St. Cloud State University. She presented "Factors that Influence Students' Persistence and Degree Attainment" at the Minnesota College Personnel Association (MCPA) Fall Conference. She has been nominated for the SCSU Distinguished Master's Thesis Award by HIED faculty members.

**Paul Drange - Ed.D. Cohort 7**

Paul is the director of the Center for College Readiness at Minnesota State Community and Technical College. He would like to attain a Dean or Vice President position in the Student Affairs/Enrollment Management area. He was recognized at the League for Innovations for the Innovation of the Year in 2007 for his project, "Utilizing Electronic Early Alert System to Maximize Student Potential."

**Jason Fischer - Ed.D. Cohort 3**

Jason is the head baseball coach and Wellness instructor at SCTCC. One of Jason's career goals is to be a collegiate athletic director.

**Connie Frisch - Ed.D. Cohort 7**

Connie is the Dean of Nursing at Central Lakes College. Her dissertation topic revolves around mentoring new nursing faculty as a means of increasing job satisfaction and thereby contributing to the needs of the nursing faculty shortage and nursing shortage.

**Sidney Gardner - Ed.D. Cohort 7**

Sydeny has been a program Coordinator at Texas A&M University for a year and a half. Her research is focused on working with LGBT and women's issues.

**Brent Glass - Ed.D. Cohort 6**

Brent is the Director of Student Development and Programming at Metropolitan State University. Upon completing the program, he would like to become the Chief Student Affairs Officer.

**Kevin Hammond - Ed.D. Cohort 5**

Kevin is working as a GA and is looking for a full-time position. He is interested in positions in emergency management, policy development, or as a program director. Kevin has presented at the following conferences: 2012 Fall MCPA Conference Presentation (3 sessions) 2013 NASPA Conference Presentation (1 session) 2013 MCPA Conference Presentations (2 Session).



## HIED Updates

**Stephanie Hill - Ed.D. Cohort 7**

Stephanie is presently a Graduate Assistant in the Center for Doctoral Studies. She recently began a new position with St. Cloud School District as a Special Education Paraprofessional. Her research interest is student disability services in higher education and transitioning from K-12 to higher education.

**Luanne Kane Hogan - M.S. Graduate**

Luanne is an Academic Dean at Anoka-Ramsey Community College.

**Sady Labor - Ed.D. Cohort 6**

Sady is the Women's/LGBTQ Student Services Coordinator at Metropolitan State University. She would like to be a Dean of Students or a Professor.

**Dennis Mergen - M.S. Graduate**

Dennis is the Associate Director of Lindgren Child Care Center at SCSU.

**Godfrey Mganya - Ed.D. Cohort 7**

Godfrey is a Graduate Assistant in the Center for Doctoral Studies. His career goal is teaching or obtaining an administrative position.

**Joan Miller - M.S. Graduate**

Joan has been promoted to Director of the School of Graduate Studies at Bemidji State University. Congratulations, Joan!

**Joe Mrazek - Ed.D. Cohort 7**

Joe has been an instructor for 15 years at Minnesota State Community and Technical College. He would like to expand his opportunities in the field of higher education.

**Shawn Mueske - Ed.D. Cohort 7**

Shawn is a biology instructor at Ridgewater College. He is interested in unionized faculty in higher education. Many studies have focused on the negative aspects of unionization, but he would like to explore the administrative benefits of unionization. He received the MnSCU Educator of the Year award in 2012.

**Michael Olesen - M.S. Graduate**

Michael is the Director of Information Technology and Research at the University of Minnesota Rochester. The curriculum management and learning analytics tool he and his team have developed received a TekNe award in 2012 from the Minnesota High Tech Association.

**Sheryl Olson - M.S. Graduate**

Sheryl has been the Director of Institutional Research for 13 years at North Hennepin Community College.

**Meredith Rogers - Ed.D. Cohort 7**

Meredith is currently seeking employment. Her career goal is employment at a HIED institution in advising or graduate admissions.

**Margaret Sarnicki - Ed.D. Cohort 7**

Margaret has been the Assistant Director of Student Conduct at St. Cloud State University. Her career goal is to become Director of Student Conduct/Assistant Dean of Students/Dean of Students. Margaret will be presenting at ASCA National Conference in February, 2014 on the joint efforts between City of St. Cloud, St. Cloud Police Department and St. Cloud State University to address alcohol issues in the community.



## HIED Updates

**Teresa Schneider - Ed.D. Cohort 6**

Teresa is an Interim Faculty Librarian at Hennepin Technical College. Her career goal is to find full-time permanent employment as a dean at a community college.

**Marilyn Smith - M.S. Student**

Marilyn is in her 17th year as Director of Fiscal Services and Auxiliary Enterprises at Anoka-Ramsey Community College.

**Jessica Tye - Ed.D. Cohort 7**

Jessica is an Instructor & Field Coordinator at Winona State University. She would like to apply for tenure and seek advanced leadership positions within student affairs. Her research interest include the study of faculty roles and their attitudes towards students with mental illness.

**Amy VanSurksum - Ed.D. Cohort 5**

Amy is an International Officer at the University of Glasgow. Her goal is to rise to a dean or vice president position in student affairs or academic affairs. She has been a workshop trainer at the NAFSA Region 4 Conference and a session presenter at the MACAC College Counseling Institute.

**Sara Woodward - Ed.D. Cohort 7**

Sara is an Exercise and Sport Science faculty member at Dakota County Technical College. Her career goal is to transition into an administrative position in higher education.

**Welcome to Ed.D. Cohort 7!**

Amelia Canavan  
Paul Drange  
Brenda Frie  
Connie Frisch  
Charles Hentges  
Stephanie Hill  
Aretta-Rie Johnson  
Faith Johnson  
Sara McDonald  
Godfrey Mganya  
Joseph Mrazek, Jr.  
Shawn Mueske  
Lucas Pint  
Meredith Rogers  
Margaret "Peggy" Sarnicki  
Robert Steffen  
Jessica Tye



## Faculty Updates

### Dr. Christine M. Imbra

Prof. Imbra has spent the majority of this academic year teaching M.S. and Ed.D. courses; advising students; chairing or serving as a committee member on M.S. culminating projects and Ed.D. dissertation committees; supervising HIED Practicum students in the field; recruiting students and planning for the 2014 education abroad course to Italy; working with students on the 2014 Spring Leadership Institute; and expanding the Italy partnership program (see articles in this newsletter for more information). In addition, she presented, "The Role of Student Affairs and Academic Affairs Professionals in Internationalizing Higher Education in the U.S.," at the University of Macerata, in Macerata, Italy, May 2013.

### Dr. Michael R. Mills

- Dr. Mills is enjoying his sabbatical during this academic year. His sabbatical project involves a study of the use of communities of practice in higher education and the related phenomenon, faculty learning communities.
- Before going on leave, Dr. Mills completed a manuscript for a new chapter in the forthcoming, second edition of *Theoretical Frameworks in Qualitative Research*, edited by Vincent Anfara and Norma Mertz. The chapter is entitled "Using multiple theoretical frameworks to study organizational change and identity" and was co-written with Pamela Bettis, a colleague from Washington State University.

### Dr. Steven McCullar

This year Dr. McCullar has taken on the responsibilities of coordinating the Ed.D program along with the M.S. program. Besides coordination of the programs and his teaching responsibilities, he has kept up with his active presentation schedule. He presented at the 2013 NASPA conference with Kevin Hammond on crisis management and this past summer, Dr. McCullar presented on Student Affairs in the United States at the University of Macerata, Italy. This fall he presented two sessions with Kevin Hammond at the MCPA conference and is scheduled for Spring 2014 to present both at the NASPA and ACPA national conferences. Dr. McCullar also had three sections published in the Encyclopedia of Crisis Management in 2013.

## **Meet our new Faculty Member, Dr. Thomas W. Sanford!**

The faculty of the Higher Education Administration master's and doctoral programs is pleased to announce that we have a new faculty member joining our ranks this academic year – Dr. Thomas Sanford. Dr. Sanford received his Ph.D. in Educational Administration with a concentration in higher education administration, and a minor in quantitative methods from the University of Minnesota. His bachelor's degree is in religion from the University of Georgia and his master's degree is in higher education administration from the Dallas Baptist University.

Dr. Sanford is bringing his experience in state policy and governance, finance, and quantitative methods to our doctoral and masters programs. Since earning his doctorate, Thomas worked at the Tennessee Higher Education Commission, the state's coordinating board for public higher education, where he rose to the position of Assistant Executive Director. In this role, Dr. Sanford and his research staff routinely advised the Governor's staff and members of the Tennessee General Assembly on higher education policies. One primary interest was in using state policies and incentive-based funding models to promote a student completion/graduation agenda. In addition to influencing state policy in Tennessee and several other states, his research has appeared in several leading higher education journals and has been highlighted in the *Chronicle of Higher Education* and *Inside Higher Education*.

Dr. Sanford is also pursuing research interests in assessment, accountability and evaluation and in the finance and economics of higher education. His expertise in quantitative research and policy analysis are wonderful additions to our programs. Please join us in welcoming Thomas to our campus and making him feel at home at SCSU. To contact him, send an email to [twsanford@stcloudstate.edu](mailto:twsanford@stcloudstate.edu).



## Current Issues in HIED

### College Funding in Context

A recent study coauthored by Dr. Sanford, *College Funding in Context: Understanding the difference in higher education appropriations across states* explored economic, political, and cultural factors that effect state appropriations for higher education across all 50 states for the 20 year period from 1988 to 2009 (Weerts, Sanford, & Reinert, 2012). The study was featured in the *Chronicle of Higher Education*, *Inside Higher Education*, *Diverse Issues in Higher Education* as well as several other publications. Below is an excerpt from the paper, and a copy of the full report can be found at: <http://www.demos.org/sites/default/files/publications/HigherEducationReport-Demos.pdf>.

Higher education not only improves the prospects for the employment and earnings of individuals, but also has benefits that feed back into communities and society as a whole, including increases in civic participation and productivity, and preparedness for success in the global economy. But even as the need for some post-secondary training has become more important to our shared prosperity, states have reduced their investment in higher education.

State appropriations have historically been the most important source of funding for higher education, but over the past two decades that support has waned. Between 1990 and 2010, real appropriations per full time equivalent student (FTE) declined by 26.1 percent, putting funding today at its lowest level since 1990 (Quinterno, 2012). As real state spending per full time student decreased, institutions made up the difference by raising the price of attendance, shifting costs that were once a social investment onto students and their families instead. As tuition costs grew by 112 percent between 1990 and 2010, the median household income stagnated, growing by just 2.1 percent (Quinterno, 2012).

Recessions put even more pressure on the higher education system by causing a shortfall in state revenues that tightens budgets and makes state investments more tenuous. These budgetary pressures can affect appropriations for years after the recession ends, and over the past generation the length of time that it has taken higher education funding to return to normalcy following a recession has increased (Quinterno, 2012) Yet some states have managed to retain their commitment to higher education despite three recessions over the past two decades and increasing pressures on state budgets from competing programs with growing costs.

Our study utilized a mixed methods design to explore differences in state support over a 20-year period. Specifically, the quantitative analysis explored factors that significantly influenced state appropriations between 1988 and 2009; while, the qualitative analysis utilized case studies to examine four states, that provided either higher or lower than expected support, to examine each state's history of funding decisions and their outcomes in order to identify common elements that shape appropriations across state borders. The four states we studied – Minnesota, Pennsylvania, Louisiana, and Colorado – present distinct approaches to higher education funding based in each state's unique history, geography, economy, culture, and politics. Although these approaches are deeply contextual, they do provide some common themes that cross state borders and offer general lessons for future funding decisions. Together, the quantitative and qualitative analyses offer a set of lessons for policymakers and advocates who want to understand the factors that underlie decisions about state funding for higher education and to distinguish the goals, priorities, and obstacles to constructive policy solutions.

### Key Factors that Explain Differences in State Support from 1988-2009

#### *1) Strong, Diverse Economies Yield Better Funding Opportunities*

Our model shows that the overall strength of the economy is one of the most important factors related to funding decisions for higher education, specifically identifying a relationship between high unemployment rates and FTE state appropriations that appears as a 7 percentage point decline in funding for every 1 percentage point increase in unemployment. The result suggests that better funding opportunities are available to states with stronger economies. Such states are likely to have a more diversified representation of industrial sectors and a greater ability to sustain investment in higher education.

## Current Issues in HIED Continued

### *2) Demographic Divides Influence Policy*

Our analysis finds that for every 10 percentage point increase in the proportion of a state's population that is 65 or older, there is an almost 7 percent reduction in FTE state appropriations for higher education. This finding may foreshadow long-term strains for higher education related to population trends and the resulting competition over state dollars.

### *3) The History Of Support Sets The Standard For Current Support*

Higher education budgets are largely incremental and reflect long standing values, patterns, and policy frameworks that set the standard for funding for state institutions since their inception. States that have historically funded their institutions at low rates are unlikely to catch up soon as they depend on the small, cumulative gains that are characteristic of budget decisions. Meanwhile, states that have historically supported higher education at a high rate may be more likely to maintain this established range of support for their institutions, unless they meet with significant countervailing budget pressures.

## Case Study Results

### *1) Linking Higher Education Appropriations To Economic Development Can Create A Virtuous Cycle*

The inextricable link between a state's economic performance and its higher education funding reveals a pathway for mutual reinforcement by tying appropriations to economic development. A strategy that highlights the ability of education to open possibilities for the future economy, where citizens value access, and where education can mitigate the costs of other state programs like incarceration or poverty alleviation, is important for framing a discussion of state appropriations.

### *2) Governorships Matter*

While partisan differences do not explain deviations in levels of higher education investment among the four states' legislatures, gubernatorial leadership may set the tone for higher education finance policy in a state. In the four cases the value of access appears to be the most salient issue for Democratic governors while performance and efficiency are most prominent for Republican governors. In Minnesota, for example, governors have focused on maintaining funding levels that offset or diminish the effects of increased tuition.

### *3) High Tuition/High Aid Models Have Not Maintained Inclusive Access to Higher Education Over Time*

Each of the four states has made efforts to mitigate the effects of rising tuition costs or inferior access to higher education through offering need- or merit-based financial aid, with mixed results. Both Minnesota and Pennsylvania adopted a high tuition-high aid model, with the emphasis on need-based programs to bolster access. The Pennsylvania State Grant Program is considered by many funding experts to be one of the best in the country, yet maintaining adequate funding levels is difficult in the state with historically high tuition. Colorado's voucher-based COF and Louisiana's merit-based aid program, TOPS, both aim to improve access to higher education, but fail to reach those low-income students who need it most. In these states achievement gaps by income and race persist and are exacerbated by financial aid programs that do not meet the needs of the population.

### *4) Direct And Personal Connections Between Lawmakers And Institutions Raise The Priority Level Of State Support*

Institutions of higher education in Pennsylvania and Colorado have unique relationships with the policymakers involved in determining state appropriations for the sector. In Pennsylvania, institutional autonomy in advocating for support has contributed to a larger overall level of appropriations as the direct interaction between politicians and school leads to better funding opportunities. The case of Colorado shows the converse of that relationship. In Colorado, which imports many of its college-educated workers, policymakers may lack a direct connection with local institutions leading them to prioritize other concerns – like tax relief – above higher education funding. These examples point toward a strategy of institutional representatives reaching out to politicians individually in order to facilitate familiarity, loyalty, and trust in the public higher education system among the policymakers who apportion state budgets.

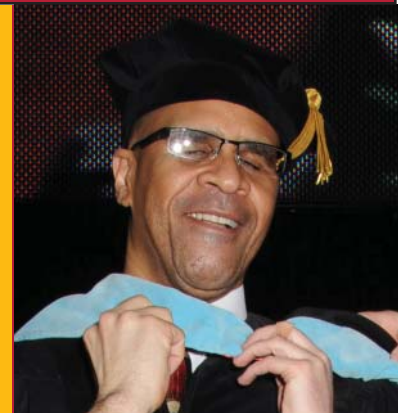
## Congratulations, HIED Graduates!



### Spring 2013 Ed.D. Graduates and Dissertation Topics

**Herbert King** – A Comparative Analysis of Gender Differences and Adjustment to College Among International Students

**Angela Olson** - Cosmic Radiation Flight & Preflight Considerations



### Spring 2013 M.S. Graduates

Tzong Chang

Anita Cline-Cole

Terren Duran

Kara Hadley-Shakya

Deborah Holstad

Gretchen Huwe

Meredith Rogers

Zachary Staszewski

Hien Studniski

Kimberly Thorstad

Deanna Voth

Dia Yang

Russell Waisanen





## HIED International Initiatives

### 2014 Italy Education Abroad Apply by February 1, 2014

The next HIED education abroad course is scheduled for May 12 – May 26, 2014. The cost of this course, "International Higher Education: Discovering Universities in the European," includes tuition, round-trip airfare, ground transportation in Italy, a 20-hour international internship, guided tours, lodging, some meals, classes taught by Italian professors, an Italian host, and administrative costs. This year, M.S. students who have Minnesota residency will pay \$4,380.00 and Ed.D. students who have Minnesota residency will pay \$4,970.00. Students who are not Minnesota residents will pay increased fees, depending on each student's specific situation.

This course is open to current Higher Education Administration and Student Affairs students who attend accredited institutions in the U.S., HIED alumni, current college/university administrators, faculty members, and community members. For more information contact Christine Imbra at: [cmimbra@stcloudstate.edu](mailto:cmimbra@stcloudstate.edu).



### 2013 Italy Education Abroad

For two weeks this past May, Prof. Christine M. Imbra, Dr. Steven L. McCullar, Meredith Rogers (Ed.D. student), and Brittany Rasmussen (M.S. student) explored the Le Marche region of Italy during education abroad. Their home base was Macerata, Italy, at the University of Macerata (UNIMC). Prof. Imbra and Dr. McCullar each gave a presentation to UNIMC students, faculty members, and administrators. They also worked with individuals at UNIMC on a new partnership project to deliver an on-line Professional Specialization in Higher Education Administration to Italian academics in the Le Marche region. Meredith and Brittany each spent 20 hours in an international internship, working side-by-side with Italian academics. During their time off, they all participated in a variety of tours of historical Italian landmarks, businesses, universities, and local museums and points of interest. An Italian Cooking class, taught by an Italian chef, was the highlight of the trip!

### Italy Partnership Expansion Trip October 2013

Prof. Imbra went to Macerata, Italy October 13 – October 20, 2013 with Diana Lawson, Dean of the SCSU Herberger Business School, and Teresa Bohnen and Gail Ivers from the St. Cloud Area Chamber of Commerce. The group was in Macerata to expand the partnership agreement between SCSU and the University of Macerata (UNIMC), to include international internships for our students, and to consider business exchanges between each community. The foursome visited six businesses to learn about opportunities for expansion.



## 2013-2014 M.S. HIED Practicum Students

Twelve masters students are currently in the field working with site mentors during the practicum experience. A big thank you to all of our site mentors this year!

Practicum Student	Practicum Site	Practicum Site Mentor
Nicole Dehn	SCSU Department of Athletics	Heather Weems
Bill Dowden	SCSU Office of Student Life and Development	Margaret Sarnicki
Krystal Duff	St. John's University	Michael Halverson
Bretta Edwards	St. Cloud Technical and Community College-Pipeline Program	Kerby Plante
Jonathan Foss	SCSU Department of Athletics	Lohn Lewis
Samantha Gaikwad	St. Cloud Technical and Community College	Deborah Holstad
Katy Hamm	SCSU LGBT Resource Center	Brandon Johnson
Sean Johns	Anoka Ramsey Community College	John Hennen
Brittany Rasmussen	SCSU Office of Graduate Studies	Melanie Guentzel
Jeremy Sippel	SCSU 1st Year Transition Program	Adam Klepetar
Nicholas Taylor	SCSU Office of Student Life and Development	Margaret Sarnicki

### Spring 2014 Graduation Dissertation/Thesis Deadlines For Spring 1 and Spring 2

Last Day to Schedule a Comprehensive Exam: January 17, 2014 or February 10, 2014

Last Day to Apply for Spring 1 Graduation: January 27, 2014

Last Day to Apply for Spring 2 Graduation: February 10, 2014

Final Defense/Final Oral/Comprehensive Exam: February 3, 2014 or March 31, 2014

Submit Written Projects (Format Review): February 10, 2014 or April 7, 2014

Submit Culminating Project for Binding: March 19, 2014 or May 9, 2014

Official Graduation Date: March 21, 2014 or May 11, 2014

Click on the following link for more deadlines:

<http://www.stcloudstate.edu/graduatestudies/current/documents/GraduationDeadlinesfor2013-14.pdf>



## Announcements

### 2014 Spring Leadership Institute

A group of Ed.D. and M.S. students are planning and organizing the 2014 Spring Leadership Institute (SLI), hosted by the SCSU Higher Education Administration program at SCSU. Proceeds from the SLI are used for education abroad scholarships, and other student events and activities that occur throughout the year. If you are interested in working on this committee, which is a great resume-enhancer, please contact Prof. Imbra at [cmimbra@stcloudstate.edu](mailto:cmimbra@stcloudstate.edu). The SLI is tentatively scheduled for April 24, 2014 in the Atwood Memorial Center.

### 17th Annual Student Research Colloquium

St. Cloud State University's Student Research Colloquium (SRC) promotes and celebrates students' research, scholarship, and creative work. HIED students are invited and encouraged to present their papers at the event, which will take place on Tuesday, April 15, 2014.

For more information see the following link: <https://www.stcloudstate.edu/src/Default.asp>

### Upcoming Conferences

MCPA Careers in Student  
Affairs Graduate Student Conference  
February 14 or 21, 2014  
St. Cloud State University

Global Pedagogy Symposium  
February 28-March 1, 2014  
St. Cloud State University  
[globalstudies@stcloudstate.edu](mailto:globalstudies@stcloudstate.edu)

Spring Leadership Conference  
Planning Committee  
Every Thursday at 11 am  
Center for Doctoral Studies  
Conference Room

### Written Comprehensive Examination (WCE)

This exam evaluates basic knowledge about the courses offered in the M. S. in Higher Education Administration Program. The exam entails working on two basic questions, and the analysis of a case study which is germane to the field of higher education.

**Date: November 16, 2013**

Please check with your advisor to see if you are eligible to take the exam this fall. If you are eligible please contact Dr. McCullar at [slmccullar@stcloudstate.edu](mailto:slmccullar@stcloudstate.edu) to schedule your exam!